

Research on the Development of Ecological Teaching Model of Peer Coaching for College English Teachers Based on “Internet+”

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Abstract. Peer coaching mode, as a brand-new one, enjoys a rather great popularity this year, and it is mainly applied into the field of English teaching; its influential factors are the sensitivity, supportiveness, flexibility and so on. Due to its effectiveness and utility, this mode has been communized in many colleges and universities. Peer coaching refers to the cooperation and mutual-help among teachers; it is beneficial for the upgrade of the teaching pattern and the improvement of teaching quality. Colleges and universities are the bases for the cultivation of talents, and the creation and development of its educational model is crucial for the cultivating of talents in colleges and universities, it will affect the development of China's education as well as of the whole nation. As an important subject in colleges and universities, and with the development of trade globalization, English has gained more attention in our education, the staff of which has witnessed an ever-increasing growth in number. And the mechanism and models for training teachers spring up, among which ecological teaching model for peer coaching of college English teachers has drawn wide attention, since it is a creative improvement of the traditional mode of cultivating English teachers, transferring the isolated state of teacher development in the past. It will facilitate the establishment of harmonious relationship among teachers and improvement of teaching quality as well as the formation of creative teaching mode with sustainable development.

The Connotation and Development of Peer Coaching of College English Teachers

With the development of its education, China has witnessed an ever-increasing number in teaching force and the reformation of teaching models for English, there raise more requirements for the qualities of the teachers themselves. It is under this background that the mode of peer coaching comes into being. This mode was put up by a well-known American scholar in 1980s. Peer coaching mode is defined as the mutual assistant partnership established during the process of the teachers' team work, this mode makes it possible to share the knowledge, innovate the teaching strategies through reading and discussing together, demonstrating teaching methods; and it will eventually accelerate the improvement of teaching force, the development of teaching level and the whole cause of English teaching as well.

As the mode is originally raised in the US, it has undergone a rather advanced development abroad. Targeting chiefly at teachers, this mode calls for the participation, sharing and possession of the teachers. Compared with the researches done abroad, the domestic study on peer coaching lags behind. However, in recent years, it has acquired a series of achievements, most of which are theoretical, and there still remain some gap and short-comings in practice. The existing problems so far include: the impact on inter-communication of teachers, on teaching level and style under this

mode, the methods of enforcing this mode.

The basic characteristic of peer coaching is as follows: the main purpose of PCM is to solve the problems in education, and its objective to facilitate the improvement of teaching quality of teachers and that of the professional skills of the students as well as the development of the teaching quality of the whole school. It is conducted with the participation of more than two teachers and the formation of their partnership to solve problems and communicate at an equal level.

The Necessity of Enforcing Peer Coaching for College English Teachers

The progressing of English education in higher institutions makes it more and more obvious for the necessity of enforcing the ecological teaching model of peer coaching for college English teachers, which will be analyzed from three aspects:

Training is an inevitable experience and process in a teacher's teaching career. Under the traditional education system, the main training models received by the teacher can be categorized into two types: one being meetings and lectures, which are more theory-oriented and academic, they are less practical in reality and less effective in solving problem confronted by the teachers in their teaching process. The second one being the training given by the school or government, which is very conventional and mandatory. This kind of model mainly targets on delivering advanced teaching methodology and its practicability needs further discussions. The disadvantage of which lies in that it focuses on the detailed problems in teaching and therefore is very limited in playing its role in guiding the all-around development in the field of education. The emergence of the ecological teaching model of peer coaching makes up the shortcoming of in the past; improve the approaches of traditional training for teachers. First, lacking certain focus, the traditional training methods target at a whole group, failing to take the special requirements of each teacher into consideration, and consequently it cannot meet the demands of every staff. However, the peer coaching mode can solve this problem effectively. Within this mode, on-site investigation is conducted according to the different situations of each school, and then the relevant data are collected and analyzed. At last the development of peer coaching mode should be carried out based on respective condition of the school, which can satisfy various demands from different schools and teachers. Second, under the traditional training system, it is not easy for the teachers to put the new knowledge and ideas they received into practice. On the contrary, the peer coaching mode provides a nice platform for teachers to regularly communicate and cooperate with each other on an equal state. Finally, the training courses given by most of the institutions are not suitable for the development of the teachers, but the coaching groups formed according to the peer coaching mode can discover the problems existing in each teacher's teaching process and come up with corresponding measures and course. So based on the traditional methods, it is inevitable to treat the peer coaching mode as the core of the training process for teachers.

College English teachers are rather professional and academic, they are very specialized in their field or major, and therefore it is rare for them to do interdisciplinary teaching as they are very independent on each other. College teachers prefer exploring and studying knowledge and they mainly have the following features: first, college English teachers are inclined to be independent, they seldom rely on others. As each of them focuses on different subject or aspect of their major, they will have various achievements in their respective academic researches and teaching. They tend to resort themselves only to solve the problems and their behaviors are of certain covertness. However, independence cannot be funned without the support of the group. As one of the basic theories for peer coaching mode, group dynamic theory considers every change made by the individual from the perspective of the group relation, and reanalyzes the teacher himself or herself,

the group and the professional members. Peer coaching spreads a spirit of cooperation, and it will enhance each teacher's occupational capacity and professional quality during their exchange with others. It will stop the teachers from facing the problems all by themselves and is beneficial for the teachers to form harmonious and cooperative atmosphere among themselves, which will exert imperceptible influence on the development of teaching. Second, college teachers are open-minded. Teaching is an occupation for mainly spreading knowledge and it is thinking-based, so the group has certain limits in commenting the performance and achievements. Due to the complexity of the monitoring process, the teachers are relatively free in thinking; therefore, proper guiding from the group is very important, among which there are three principal aspects, namely the guidance from the experts, self-reflection and coaching of the peer. Only by the joint action of the three can the initiative of the teachers be effectively improved. It is the gap between teaching resources that leads to the difference of teaching levels among teachers, and it is the peer coaching that makes the co-existence of various teaching thought come into being.

In 2005, a university conducted a survey on the occupational stress and mental health of the teachers in China. According to research, nearly 90% of the teachers were tired of their jobs, 30% of which were very serious. Teaching as great and holy occupation is longed for by many people, but it also involves much laborious work, unbeknown to many people. And it is these intangible stresses that make the teachers feel languid for their occupation, their efficiency low and enthusiasm diminished. It is especially true for college teachers, for they have to on one hand handle the heavy teaching loads and repeated work led by the increasing number of students, and on the other they must set aside some time for academic research, and many of them are said having been entered into their "occupational plateau phase", which makes their teaching quality detain at the same level. Peer coaching mode can moderate the phenomenon above as most of the previous isolated English teachers are able to receive support from their peers on emotion, skills and information, and it will improve their initiative in teaching, promote the growth of each other and lessen their burnout syndrome.

The Chief Activity Forms for Peer Coaching

The forms of ecological teaching model for peer coaching of college English teachers are reflected mainly in practice, there are two types of them, namely formal guidance and informal one; the sponsors of the former are formal institutions, while the latter refers to the cooperation among the peers. In the following section, we will focus mainly on informal guidance, which is divided into peer observation and specialized conversation.

Peer observation means teachers' observing of their peer's performance in class, there are five steps involved in this activity, that is sending invitation, observing the class, reflecting by oneself, reflecting together and reporting. Briefly, these five steps can be summarized into pre-observation, in-class observation and discussion after observation. The discussion before observation is very helpful for gaining trust among the peers, and getting ready for the following in-class observation. Communication with peers should be made as much as possible so as to understand other's problems. Notes should be taken while the class is being observed. After that reflection must be done first by the observer, and the notes should be summarized. Then another reflection should be conducted together by the observer and the lecturer, and effective suggestions should be put forward. Finally, a complete report should be delivered; the meeting afterward should not only summarize the observation at this time, but also make a careful planning for next one, which will play an essential role in improving teacher's teaching quality.

Specialized conversation can be divided into four aspects: information exchange, experience

sharing, in-depth communication and topic discussion.

First, information exchange. Effective information exchange will facilitate the acquiring of information among teachers, enlarge their volume of information. Meanwhile, it also can guarantee the efficient filtering of information as the information we get are always is not always scientific. The communication among teachers can screen the information we get and improve our efficiency in utilizing it.

Second, experience sharing. Through specialized conversation with their peers, teachers can learn from the experiences of each other, and they will have a deeper understanding of other's life and the sharing of experience will enhance their teaching level.

Third, in-depth communication. Generally speaking, there must be a topic for an in-depth communication, but here the topic can be ignored so that a free atmosphere will be formed, and an open environment will encourage teachers to activate their divergent thinking, proving more valuable information for the whole group.

Last but not least, topic discussion. It is like a round table conference, a meeting with a topic. Teachers assemble and discuss around a topic, deliver their own opinion, discovering their own problems and learning from each other.

Optimizing Peer Coaching of College English Teachers Based on Internet with the Guidance of Theories Educational Ecology

In order to realize the real cooperation among college teachers under the environment of internet, and effectively carry out peer coaching mode, higher institutions should make a long-term and all-round teaching design and improve their investment in faculty management system. The following measures will all benefit the formation of a pleasant teaching atmosphere of unification and cooperation among teachers, such as advanced machinery and equipments, teaching resources and digital system, regular maintenance for its inner website, the construction of the platform, the comments on teacher's English teaching, the comprehensive training for the application of technology

Under the mode of peer coaching, the enhancement of awareness of unification and cooperation calls for a comprehensive evaluation system from the management level as well as the melting of diversified motivation mechanism. An excellent coaching group can be set and reward such as material object or promotion can be provided for the outstanding members. Resorting to some scientific method, say the rating scale for the dedication factors, the teaching level of each teacher should be evaluated on the internet, and good teaching plan and courseware can also be evaluated in this way. Teacher can exchange their experience in teaching, demonstrate their class on the internet. The inter-exchange among teachers can inspire one another and achieve the self-development and surpassing of oneself.

First of all, college English teacher must have the awareness of peer coaching and shared vision of unification in their mind. Building resources data base with the aid of internet, the management sector in colleges and universities should encourage teachers to unite and cooperate and undertake some challenging projects, changing the practice of finishing the scientific projects on one's own under the traditional teaching pattern, appeal every teacher to participate in the program and realize the mutual-sharing of knowledge, group thinking and the win-win, harmonious development.

Second, a platform of peer coaching of college English teachers should be established with the help of internet. This is an internal one, so cooperation must be made with the platforms outside campus. Internet, as a virtual world, serves as a media to break the boundary of time and space. College English teachers can take advantage of this method to enhance their communication and

cooperation with others.

Finally, an assessment mechanism must be formed on the internet by the college and it is used to appraise the cooperation ability of the teachers, judge the effectiveness of this mode, and therefore it also can be utilized to improve the existing activities within the mode of peer coaching.

Conclusion

Peer coaching mode has not received a great popularity in higher institutions in China nowadays. There exist many problems requiring the adjustment to the current situation of China's teaching. At present, teachers in college are still accustomed to the concept of being independent, weak in the awareness of team cooperation, incapable of adapting to the environment, all of which will impact the work efficiency; to avoid this situation, teachers must be trained to improve capacity of cooperation. Most of the participants of peer coaching are female, and their energy is limited, therefore, colleges should adjust the amount of work assigned to different teachers according to their specific condition. The times of internet offers great opportunity for the development of the ecological teaching model of peer coaching for college English teachers. The interaction aided by the platform of internet will maintain the interactive biological circle in a multi-strategy and multi-perspective way, and it is of benefit for the improvement of teaching quality of college English teachers as well as the upgrade of the educational level in colleges.

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【Introduction】

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